DOCUMENT RESUME

ED 227 639 EC 151 096

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TITLE Classroom Business Ventures: Career Education for Physically Disabled Students.
INSTITUTION Human Resources Center, Albertson, N.Y.
SPONS AGENCY National Inst. of Handicapped Research (ED), Washington, DC.; Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE 80
GRANT 15-P-59039-2-04
NOTE 47p.; A Project PREP publication. For related documents, see EC 151 093-095.
AVAILABLE FROM Human Resources Center, Searingtown Rd., Albertson, NY 11507.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Career Education; Class Activities; Elementary Education; *Entrepreneurship; *Experiential Learning; *Physical Disabilities; *Program Development; Simulation; Small Businesses
IDENTIFIERS *Classroom Business Venture

ABSTRACT

A classroom business venture (CBV), one component of the Human Resources School's career development program for physically disabled fifth, sixth, and seventh graders, is described. A CBV is defined as a simulated business situation where students, with teacher guidance, plan and organize the operation toward the eventual goal of distribution of the product or service they themselves have chosen. The combination of CBV operation with ongoing academic lessons is noted, and the five steps in the establishment of a CBV are examined: 1) teacher inservice training, 2) interclassroom linkage, 3) CBV planning, 4) sale of products or provision of service, and 5) CBV appraisal. Attention is directed to the following specific aspects of the program: instructing teachers in strategies to integrate economic, career, and self-awareness activities, as well as skills, within a working experience; developing interrelationships of CBV's within the school; and planning activities (e.g., choosing the business, establishing goals and means to achieve goals, selecting personnel). A checklist for planning and implementing the CBV and a list of the stages in the development of a "News Broadcast" CBV are included, along with a CBV evaluation form, and a brief description of a CBV involving the manufacture of wooden tables for sale. (SEW)

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Career Education for Physically Disabled Students

Classroom Business Ventures

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A Summary

The aim of this monograph is to introduce a new approach to a traditional unit of study as it was implemented at the Human Resources School as part of their ongoing curriculum.

A thorough description of this particular classroom activity, which can be applied in any school situation, is presented here. It is called a Classroom Business Venture (CBV). Its name is self-descriptive; however, its ramifications are great.

A classroom business venture is a simulated business situation where students, with teacher guidance, plan and organize its operation toward the eventual goal of distribution of the product or service they themselves have decided upon.

Rather than wait until students reach the high school level where this type of program is usually presented, it was introduced to the students of the fifth, sixth, and seventh grades at Human Resources School. In this way, distributive education, occupational, technical, or vocational programs are preceded by interesting work-related programs.

Complete coverage of the Classroom Business Venture program, including special modifications needed for physically disabled students, teacher in-service training, suggested planning and evaluation guidelines, and a typical CBV are all incorporated in this career-oriented exercise as helpful aids to the teacher.

Career Education for Physically Disabled Students Series

A Bibliography

Development as a Lifetime Activity

Speakers' Bureau

Field Trips / Media Projects

A Work Experience Program

Self-Concept Curriculum (K-8)

Career Awareness Curriculum (K-8)

Decision-Making / Transitional Living Experience Curriculum

Evaluating a Career Development Program

Adapting the School Environment

Career Education for Physically Disabled Students

CLASSROOM BUSINESS VENTURES

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A Project PREP Publication

Research and Utilization Institute

national Center on Employment of the Handicapped at HUMAN RESOURCES CENTER
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The research upon which the publication resulted was supported by Research Grant #15-P-59039 / 2-04 which was jointly funded by the National Institute of Handicapped Research and the Bureau of Education of the Handicapped, Department of Education.

The printing of the publication was supported by the W.K. Kellogg Foundation for the national Center on Employment of the Handicapped at Human Resources Center.

Library of Congress Catalog Card No. 79-91614

Printed in the United States of America

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Foreword

Human Resources Center began in 1952, when we founded Abilities Inc., a work environment intended to demonstrate the capability of disabled individuals for participation in America's competitive economy. Had someone told me then that someday I would be President of an organization that included an internationally renowned demonstration work center, a school which provides educational, vocational, social and recreational opportunites for severely disabled youngsters and attracts thousands of visitors every year, a Center whose programs encompass job training and placement, academic and vocational education, independent living, research and information dissemination, and a national Center on Employment of the Handicapped, I would have asked him to step aside and let me continue with the business of the day while he dreamed for me.

Now, 28 years later, we have assembled under the auspices of Project PREP the finest staff of researchers in vocational rehabilitation and career education in the world. We are charged with a great responsibility—to reach out to communities across this nation and share with them the knowledge we have amassed that helps prepare disabled individuals to become independent and productive citizens.

During my tenure as Chairman of the White House Conference on Handicapped Individuals, I had the opportunity to travel all over the United States meeting with disabled people, members of their families, and other interested parties. I found that more than three million disabled individuals in the United States ask little more than the opportunity to receive an education, secure a job, and become taxpaying, contributing citizens of this great nation.

It is our destiny at Human Resources Center to unite several great forces in our nation's economy— industry, organized labor, education, and rehabilitation—in a monumental effort to provide opportunities for handicapped Americans to achieve their fullest potential as human beings.

Henry Viscardi, Jr.
President

Preface

Since 1952, Human Resources Center has created methods to integrate the nation's disabled into the mainstream of American life. This effort has centered particularly on the problems of job preparation and placement.

In 1976, a major five-year program was launched to examine issues related to the career development of the severely physically disabled, especially during the transition years from school to work. This program, known as Programmatic Research on Employment Preparation (Project PREP), examines the role of the education, rehabilitation, and employment communities as they interact to create an environment most conducive for career fulfillment for the disabled. The results of this research are providing the foundation for a national Center on Employment of the Handicapped to be established at Human Resources Center.

The Project is involved in developing and testing a career-development model for those with severe physical disabilities. This model is being formed on the basis of information from three major research components—Career Education, Vocational Rehabilitation, and Employment. Each of these areas is being studied to determine (a) contributions from each sector that promote, or have the potential to promote, career development; (b) gaps in knowledge in relation to career needs of students, clients, and other individuals with severe physical disabilities; and (c) methods to utilize the contributions found in item (a) and other techniques, in order to fill the gaps discovered in item (b).

This search enlists the help of experts throughout the nation from education, rehabilitation, industry-labor, other related fields and, primarily, the disabled themselves to find solutions to these important problems. Findings will be disseminated nationally through publications, conferences, multimedia materials, and training and technical-assistance programs. Target audiences include researchers, disabled individuals and their families, educators, rehabilitation practitioners, employers, labor-union personnel, government officials, and other interested individuals.

Human Resources Center provides an ideal setting for this project. The school and rehabilitation services provide laboratories for gathering information and for testing out ideas to understand the "supply" side of the labor

market equation. The Center also sponsors the Industry-Labor Council, whose hundreds of corporate and union members comprise a significant portion of the "demand" side.

Specific foci of each research area are as follows:

Career Education. Career Education provides the opportunity for students who are disabled to increase their awareness and knowledge of the world of work. Special needs of students with severe physical disabilities are addressed through curricula developed for self-concept, decision-making and career awareness. These curricula are being tested and their impact evaluated through student, teacher, and parent feedback. Finally, research will be undertaken to explore mainstreaming needs and to develop strategies for more effective mainstreaming of students with severe physical disabilities.

Vocational Rehabilitation. This research area explores the problems involved in the preparation of clients for meaningful career opportunities. This research is concerned with job readiness, placement and career development. While emphasizing the placement aspects of vocational rehabilitation programming (e.g., job-analysis, job-development and job-search skills), the importance of adequate evaluation and training programming is also covered to establish the parameters for adequate preparation.

The research incorporates the viewpoint and knowledge of disabled individuals and their families, employers, rehabilitation professionals, and other manpower specialists on problems of entering, maintaining, and advancing in employment.

Employment. The final core area is aimed at discovering the problems of industry-labor and employees in the provision of career opportunities for individuals with severe physical disabilities. This research attempts to discover major adjustment problems of disabled workers so that deficits can be addressed via alterations in the career education, vocational rehabilitation, and / or employment systems. This research attempts also to identify strategies used in industry that may be relevant for inclusion in career education and / or vocational rehabilitation programming.

Studies will concern the career patterns of disabled workers as well as the organizational patterns of employers with respect to provision of career opportunities. Research also will identify the extent to which job-modification techniques have been adapted and found useful by employers and unions.

The above areas are seen as aspects of the overall development of an individual from school through work as he / she prepares for, realizes, and enhances a career. Project PREP seeks to identify and explicate this process and its components. An important aspect of this work will be a description of how education, rehabilitation, and industry-labor can interrelate to provide a

smooth path for individuals with severe physical disabilities to achieve maximum independence and fulfill their productive potential.

Jack Victor, Ph.D.
Director of Research and Research Utilization

Acknowledgments

We extend our thanks to the staff of Human Resources School who have implemented "Classroom Business Ventures" with their students. They include Barbara Steinberg, Barbara Ringewald, Pat Iannucci, Sue Gordon, Phyllis Riefberg, Carol D'Ambrosio, Pat McCarthy, Carol Michael, Mary Ann Cicchillo, Betty Foran, Emily Tanner, and Linda Mrowka.

In addition, we wish to thank the children for their participation in the CBVs and for their flexibility during the growth of the projects.

We also wish to thank John Palmer for his ongoing support of Classroom Business Ventures. His interest and encouragement made it possible for us to develop this program.

We are grateful to Sue Hamberg for her fine editing of this manuscript, and to Jane Berger for designing such an attractive publication.

Finally, we are grateful for the support of the W.K. Kellogg Foundation.

Introduction

A *Classroom Business Venture* (CBV) is an experience that puts students in the role of business owners and allows them time to plan, organize, and sell products in a simulated business environment. During the operation of this business activity, students become aware of specific work behaviors that parallel behavior and attitudes prevalent in their academic tasks. For instance, organizing materials for use in the manufacture of a product may correspond to organizing a card file of information for future use in a book report.

CBVs have traditionally been a way to simulate business and work experience for students in formal programs presented at the high school level. Many practitioners of career-education programs have felt that students younger than high school age should be involved in business activities and business-related experiences. By introducing a CBV to students in the fifth, sixth, and seventh grades, preparation for future work is developed. It is intended that this experience will arouse student interest and, in turn, provide the knowledge that physically disabled students will need as consumers, i.e., economic awareness, self-awareness, and career awareness. In this way, distributive education, occupational, technical, or vocational education programs are preceded by solid and interesting work-related educational planning. Thus, a CBV becomes a viable part of career-education programming for middle school youth.

Traditionally, classroom business ventures have been of short duration and have involved limited programming. However, CBVs in career education with severely physically disabled students at Human Resources Center involve significant classroom participation on the part of staff and students through infused curriculum development. This may mean that a lesson on placing an order for materials used to make slogan buttons may be incorporated in a lesson on how to write a business letter. Both the ordering and the proper form of a business letter may be taught simultaneously. Comprehensive planning has been developed for teacher instruction in methods of combining lessons related to the CBV operation with ongoing academic lessons. This instruction focuses on teaching the staff that whatever students do in class is the result of *their own work*, and many of the classroom lessons involve using skills which are also used in business. Performing a lesson in microscope use is not only an

exercise in science, but is also an exercise in the fine motor coordination necessary for focusing the microscope—an ability needed in specialized machine trades as well as in other work areas.

Students and staff who have been involved in CBVs report that this activity is an exciting part of their curriculum because they are all involved from the beginning, organizing and planning the business, as well as throughout subsequent stages of development including the final profit-taking stage. In addition, students determine how the business profits will be spent. Essentially, CBVs involve students throughout, making use of their vested interest in the business.

The establishment of a CBV consists of the following five major steps:

1. Teacher In-Service Training
2. Inter-Classroom Linkage
3. CBV Planning
4. Sale of Product or Provision of Service
5. CBV Appraisal

Career Education for
Physically Disabled Students

CLASSROOM BUSINESS VENTURES

STEP 1

Teacher In-Service Training

Teacher in-service training has, as a major focus, the responsibility of instructing teachers in the best methods that can be used to establish CBVs within existing academic areas. The teachers are also provided with suggested strategies to integrate economic, career, and self-awareness activities within a working experience. This is accomplished by focusing the teacher in-service workshop on conceptual frameworks for career education that deal especially with classroom business ventures.

Teacher training is necessary in order to provide the staff with a solid foundation for subsequent lessons and to make them aware of the valuable contribution a CBV can be as part of an educational sequence. Summer training, while students are not in the building, provides an opportune time to work with staff on the development of a CBV curriculum. The workshop encompasses teacher instruction in the career-development process of students, the methods needed to organize a CBV from beginning to end, and the development of evaluation strategies to assess the effects of the CBV.

Teachers participate in a simulation exercise at which time all the steps necessary in setting up a CBV are systematically outlined. They list all the steps that their students can perform and those which their students cannot perform, but are essential, if the CBV is to be carried out successfully. Thus, teachers plan the CBV with perspectives towards students running the operations. The ideal CBV is one that is run completely by the students.

Methods of guiding students, by way of discussion, to a decision on the purposes of the CBV, are also developed. Most businesses are run in order to make a profit. However, the students may feel that, aside from profit, it is important that they try all the available jobs in the CBV, or they may wish to set a business goal that products would be of such quality that none would be returned because of defects.

Classroom business ventures must include extensive planning and evaluation strategies to measure the steps towards the success of a particular CBV. Teachers are instructed in ways to develop lessons that will help students to become good consumers, e.g., lessons which focus on a student's ability to

plan a daily budget, use a specific amount of money to purchase materials, and learn what consumer rights he or she has.

If teachers confer with one another prior to the establishment of the CBV, certain problems may be circumvented, such as conflicts in student scheduling to avoid an overlap of CBV lessons with other academic lessons and the inability of some students to perform certain activities. At the same time, to facilitate instruction, teachers should discuss limitations that staff members may have concerning their own performance with certain business functions. Only by staff planning can the basic goal of infusing the CBV into the daily academic curriculum be accomplished. Teachers in all areas can implement infusion. Math lessons, which normally involve computing columns of numbers, or science lessons, which normally involve lessons with weather, can be prepared to include a strong career flavor by identifying job-related skills, such as measuring, computing, and analyzing, which are performed as part of the lessons. In addition, teachers can mention occupations that are directly related to the academic subject and also the educational requirements necessary for these jobs.

Through in-service training, teachers learn how to develop CBVs that are appropriate for their own classes. Students' learning styles, physical abilities, social maturity, and general enthusiasm for the project are all factors that influence the level of sophistication at which the CBV operates. For example, a kindergarten class might plant sunflower seeds and sell the seedlings at a plant sale the following week. Sixth graders, however, are more likely to be interested in, and capable of producing, some of the accoutrements, such as macrame hangers, decorative pots, and prepackaged soil mixes, which have made the houseplant business so successful. The length of time, diversity of jobs, variety of materials, and overall planning involved in the sixth grade CBV are far greater than those in the kindergarten CBV.

STEP 2

Inter-Classroom Linkage

It is in this stage that teachers plan for their own classroom business ventures as well as develop possible linkages to other CBVs. This is especially important in terms of CBVs that require continuing funding or support for their maintenance. Essentially, a student-run bank CBV would become the center of many other CBVs. The bank enables start-up capital to be passed on to other CBVs.

Once interrelationships of CBVs are developed within the school, related business activities, classroom management, and planning become easier. For example, the formation of a CBV that has been established to sell wooden tables might have a direct linkage with the bank from which it would borrow money to purchase the wood and tools. The wooden table business might also have a relationship with an advertising company that would advertise the wooden products to people in the school as well as to persons outside the school. Access to a CBV radio or television station for further advertising and sales promotion further reminds people to buy the product. This necessary interrelationship enhances the business experience for all. It also reinforces the students' sense of involvement and self-worth in the business venture by having them understand the interdependence they have with others in the world of work as well as in their school setting.

Cooperation, working together, and planning for the future become very real when a number of business ventures are interdependent and are planned together.

Fifth graders discuss last minute details concerning their cake sale.

STEP 3

Classroom Business Venture Planning

Prior to the establishment of a CBV, a discussion among students to consider possible business options becomes a very valuable tool for classroom interaction. Students discuss their work values and define what values contribute to a successful business. Numerous activities, which involve personal experiences and opinions, take place before the actual creation of a CBV. In this way, students are gradually immersed in the simulated business experience.

At this time, emphasis is placed on the importance of the identification of resources that make the CBV possible. These resources include: the student resource (students who are to work in the CBV), the availability of a worksite for the business development, the manufacturing processes or tools needed for the product, and the identification of raw-material distributors needed to make the product. In the initial stages of planning, it is important that students identify these particular resources and plan how they will pull all of them together in order to develop a CBV of good quality.

Once specific job assignments are agreed upon by the students, other implementation tasks begin. The CBV Planning Guideline (see figure 1) is used to help students organize their work. It is set up chronologically for teacher / student input. First, the type of business must be selected. Next, the goal(s) of the business must be established: monetary profit, number of products to be sold, varied services to be offered, performance of many job functions, or some other goal(s). Money is not necessarily the sole reason CBVs are established. The specific requirements for achieving the goal(s) are established and other teacher / student criteria are developed.

The next step responds to background information including materials, jobs, training, start-up capital, space, and length of time needed for the operation of the CBV.

The final segment of planning incorporates implementation of the CBV and deals with the job assignment and work plan for which each student is responsible.

Figure 1:
CLASSROOM BUSINESS VENTURE PLANNING GUIDELINE

I. Planning

A. Choose the business

_____Plants

_____Bank

_____Photography

_____Buttons

_____Advertising

_____News Broadcasting

_____Other

B. Establish the business venture goal(s)

_____To make a profit

_____To produce a quality product

_____To provide a service

_____To experience a variety of job functions

_____To operate a nonprofit organization

_____Other

C. Establish the requirements for achievement of goal(s)
Examples:

1. "To make a profit"
Possible criteria:

_____$100 profit

_____$ 25 profit

_____Income greater than expenses

_____Other

2. "To produce a quality product"
Possible criteria:

_____Positive customer comments

_____50 products sold

_____100 products sold

_____New customers as a result of word-of-mouth recommendations

_____No products returned

_____Other

3. "To experience a variety of job functions"
Possible criteria:

_____Each student performs 3 jobs

_____Each student performs every job

_____Each student performs every job he / she wants to

_____Other

4. "To operate a nonprofit organization"
Possible criteria:

_____Income will meet expenses

_____Income will be greater than expenses and excess will be used for expanded services

_____Other

D. Gather preliminary information

1. Materials we need.

	Can we get them? Yes	No
_____	_____	_____
_____	_____	_____
_____	_____	_____

2. Jobs which must be performed.

	Can we do them? Yes	No
_____	_____	_____
_____	_____	_____
_____	_____	_____

3. Is job-training necessary?

Yes	No	Can we provide it? Yes	No
_____	_____	_____	_____

If yes, for what jobs?

_____

4. Amount of capital needed.

	Can we get it? Yes	No
_____	_____	_____

5. Work space needed.

	Can we get it? Yes	No
_____	_____	_____

6. Time needed to operate CBV.

	Do we have it? Yes	No
_____	_____	_____

E. Outline the sequence of tasks necessary to achieve goals (*see figure 2*)

II. Implementation

A. Select personnel

1. Prepare job descriptions. *Include:*

_____Work tasks

_____Work hours

_____Necessary background and / or experience

_____Involvement with other staff

_____Other

2. Recruit for positions:

_____Post job descriptions on bulletin board

_____Have "career counselor" available to answer questions

_____Teach interviewing skills and resumé preparation

_____Schedule interviews upon receipt of applicant's resumé

_____Other

3. Interview applicants. *Sample questions:*

_____Why are you applying for this job?

_____Do you have related experience?

_____What skills can you bring to this position?

_____In what areas would you need assistance?

_____Other

4. Make personnel decisions:

_____Evaluate application / resumé

_____Evaluate interview

_____Notify applicant of decision

_____Other

B. Begin work-plan as outlined in IE.

A development flowchart (see figure 2) needs to be drawn up, and agreed to by teacher and students to carry the product development from the initial planning stages through the product sale. This establishes a common goal and provides deadlines before which particular tasks must be accomplished.

Figure 2: STAGES IN THE DEVELOPMENT OF A "NEWS BROADCAST" CLASSROOM BUSINESS VENTURE

Planning

- Develop news philosophy
- Decide on program format
- Discuss advertising campaign
- Organize market research--develop questionnaire to identify interests of potential listeners.
- Determine price of broadcast advertising time
- Discuss what to do with profits
- Research potential news sources

Implementation

- Advertise news broadcast
- Sell advertising time
- Maintain accounting records
- Gather news
- Broadcast program

Evaluation

Use CBV Evaluation Guideline *(see figure 3)*

Post-Evaluation Planning

Should we change:

- Format
- Philosophy
- Price of advertising time
- Market research questionnaire
- News-gathering strategy
- Budget
- Job assignments

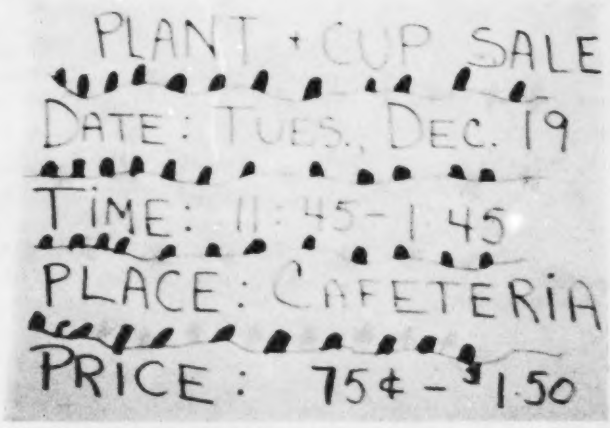
STEP 4

Sale of the Product

Advertising, whether informally or professionally handled, lends significantly to the success of a CBV. As was mentioned previously, advertising might become a separate classroom business venture.

Specific lessons on making change and serving customers might precede the actual "hands on" experience of selling the product. This gives the students confidence in themselves as well as in their product. Many high school business curricula teach salesmanship and related business practices. These ideas might be utilized in valuable classroom lessons. In addition, display of a product and having ample stock on hand become important in this stage. The way in which a product is advertised, displayed, stocked, and priced is vital to a CBV success. Students should be aware of these procedures.

The actual selling of the product has proven to be the most exciting component of the CBV program, simply because it is at this time that students realize the fruits of their labors and see whether or not their efforts have succeeded.



Advertising is an important part of the business venture.

First graders sell lemonade.

STEP 5

Classroom Business Venture Evaluation

As part of the CBV evaluation, students determine whether they have attained their goals in terms of profit margin or whatever criteria they have decided to use to measure the success of their venture (see figure 3). These criteria might include student performance on every possible job in the development of the CBV, or the production and selling of quality products measured by the number of items returned with defects, breakage, or other malfunctions.

Once the product sale has ceased, students and teachers are asked to evaluate the success of particular components in their CBV, establishing what improvements and changes need to be made for future CBVs and indicating what components were successful and should remain.

The Evaluation Guideline was developed for use by teachers and students working together. The evaluation represents a consensus of students and staff regarding basic questions pertinent to every CBV. Attainment of CBV goals, operational concerns, and attitudes of everyone involved are evaluated. The "bottom line" of the Evaluation Guideline asks if students and staff would want to operate the CBV again. Input from these questions helps in planning for future classroom business ventures.

Figure 3:
CLASSROOM BUSINESS VENTURE EVALUATION GUIDELINE

1. Were the goals achieved? ☐ Yes ☐ No
   If no, please explain _____
   _____
2. What was the most difficult aspect of operating the business?
   _____
   _____
3. What was the easiest aspect of operating the business?
   _____
   _____
4. Were any parts of the planning and implementation stages unnecessary?
   ☐ Yes ☐ No If yes, please explain below.
   _____
   _____
5. Did you need to add any steps to the planning and / or implementation stage that weren't in the original outline?
   _____
   _____
6. What would have helped you to do a better job?
   _____
   _____
7. What did you like best about the business?
   _____
   _____
8. What did you like least about the business?
   _____
   _____

9. What would you do differently if you ran the business again?

_____

_____

10. On a scale of 1-5 with 1=a low level of satisfaction for you and your students and 5=highest level of satisfaction for you and your students, what number would you circle for this business venture?

1 2 3 4 5

11. Would you want to operate this business again?

☐ Yes ☐ No If no, why not?

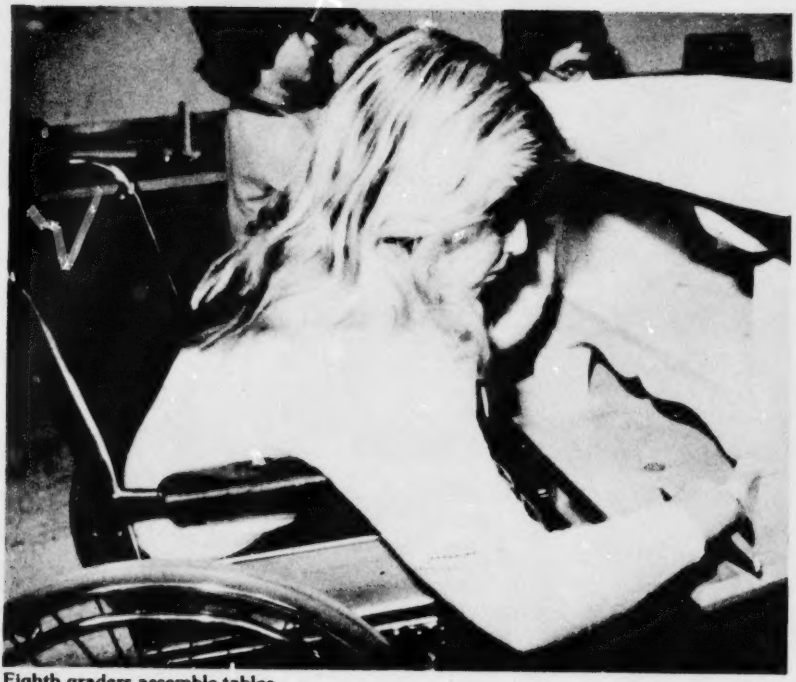
_____

_____

12. Do you have any additional comments?

_____

_____



Eighth graders assemble tables
for "Everything Wood."

"Everything Wood" An Example of a Classroom Business Venture

The planning of a well-developed CBV is outlined below.

Thirteen seventh grade students and their teachers agreed that the manufacture of wooden tables for sale was the business they wanted to organize. Once this was decided, more specific planning began.

Class discussions established that the students were dependent on at least three major events outside of their control which would affect the success of their CBV.

First, they had to place their order for tables and wait for them to be shipped in kit-form from Philadelphia, Pennsylvania. Upon delivery of the kits, the students had to make sure all of the parts had been included in the kit.

Second, since some of the physical tasks required for the assembly of the tables were too difficult for many of the students because of their physical disabilities, some adaptations had to be made. Shorter work periods for completion of project components, the use of power tools such as vibrating sanders in place of hand sanders, work-table height adjustments, and other hand-tool modifications were among some of the changes that had to be made. These adaptations were taken into consideration when timelines for table production were being developed.

The students decided to produce five tables for their first CBV. This production number was chosen after taking into consideration the students' ability to do the necessary production tasks and an estimate of sales potential. It was decided that the sale of five tables would insure payback of the initial investment plus enough profit to provide a reward for the students' efforts; the profit would enable the students to visit a movie, eat at a restaurant, or enjoy some other treat.

Third, the sale of the tables was scheduled to correspond with the holiday season. The tables were sold through student representatives who made their sales-pitch to the great numbers of people who visit Human Resources Center at this time of the year.

Thus, the students became aware of a variety of outside events, even before they tried to market their product, that might have an impact on the success of their CBV. They also understood that other unexpected eventualities might occur while they were assembling the tables. The actual assembly itself was replete with small problems inherent in their "Everything Wood" CBV.

The tables were completed and stained in three shades. They were advertised through word-of-mouth. Fliers were distributed that included a picture of the table and its forty-dollar selling price. The sale of five tables was made within three days.

This CBV, from beginning to end, lasted three months. The students were ecstatic with the success of their classroom business venture.

"Everything Wood" was a success in other than financial ways. It provided an opportunity for students to cooperate, schedule, work, evaluate their efforts, and receive feedback from their customers. Their evaluation mentioned little in the way of needed improvements. Their main concerns centered around providing more time for the table order to be received and providing for the expansion of the CBV to incorporate the sale of lower-priced wooden products. Word from students in other classes was that they eagerly awaited their turn to participate in this CBV.

Reaction to Classroom Business Ventures

Teacher and student reaction to the CBV Program has been very positive. Since CBVs are "hands on" experiences from their inception, students invest a great deal of interest, hard work, and time towards their success. Because of this intense student involvement, the CBVs, whether or not they become financially profitable, are always met with student excitement. The students' investment of time, energy, comprehensive planning, garnering of outside help; the parents' excitement for their children's newly discovered talents; and teachers' excitement with lessons that enliven everyday classroom activities, provide an electrically charged environment geared for success. A CBV becomes a self-fulfilling prophecy—success leads to success.

Thus, CBVs provide the springboard for actively involving students in programs which enable them to feel successful through intense involvement. The CBVs, as simulated work experience, provide an understandable linkage between what occurs in the classroom and what occurs in the world of work.

Just as important, however, is the fact that the students have loads of fun while being involved in a thoroughly educational experience.

A good profit is a good incentive for working.

Junior high students
prepare for plant sale.

The Career Education Program

The Career Education Program at Human Resources Center is built around three themes: self-concept, decision-making as it relates to relative independence, and career awareness. These three themes permeate the entire K-12 program and reflect the developmental patterns of the student as he / she passes through the career development process. A career is a life-style of choice. The educational program is designed to enable the student to develop a realistic appraisal of self; to develop decision-making skills that direct the individual to an increasing sense of control of his / her life-style; and to enable the student to have sufficient knowledge of career opportunities so that decisions related to career choices are not made in a vacuum. To this end the career education program includes:

1. Career Education Curriculum K-8. This consists of activities related to the above themes that can be infused into the regular curriculum of the school.

2. Career Guidance 9-12. This consists of ten-week group guidance programs for each of the four grade levels, with materials related to the three themes developed in increasing depth and intensity throughout the high school experience.

3. Speakers' Bureau 4-12. Speakers associated with varied career opportunities relate information regarding their work to students grouped according to grades 4-6, 7-8, and 9-12. Approximately fifty percent of the speakers are severely disabled and, in effect, provide role models for the students. The culminating experience for this aspect of the program will be a career day planned jointly with able-bodied students from a neighboring school. Parents will be invited to attend both the Speakers' Bureau and the career day.

4. Business Ventures. Classroom business ventures develop student skills in planning, implementing, and evaluating actual business endeavors through "hands-on" experiences. The establishment of an advertising company, a recycling company, a woodworking store, and other businesses help

students gain educational as well as business experience. These real-world learning situations are integrated into the school program. The intent of the Business Ventures program is to have students assume more responsibility for the conduct of the ventures as the students reach senior high school. This will enable students to develop their decision-making skills more fully and, therefore, increase their sense of control over their environment through experience with simulated business ventures.

5. Field Trips. Field trips centering around career opportunities are an integral part of the program for educational enrichment of the child. These outside experiences thrust the students into varied environments, which enable them to come to an understanding of their mobility potential, and provide opportunities for social growth beyond the classroom experience.

Media presentations developed for use in Human Resources Center's 360° Planetarium Theater bring inaccessible environments to the students. These productions, focusing on work in factories, restaurants, radio stations, newspapers, and other career areas help students gain career insights.

6. Work Experience Program. The work experience program consists of five experiences requiring increasing responsibility with regard to mobility skills and level of personal independence. The program begins with a functional capacities evaluation and / or a prevocational evaluation as early as grade 9. Shadowing experiences, which allow students to observe workers at work sites, are provided in grades 9 and 10. Skills training takes place in grades 10 and 11. Work experience placements in Human Resources Center occur in the fall of the senior year. Work experience placements, outside of Human Resources Center, will occur in the spring of the senior year with the goal being transition to full-time employment upon graduation.

7. A Transitional Living Experience. An independent living skills curriculum has been developed by Human Resources School. This involves classroom instruction and a live-in experience of various duration related to grade level in an adapted home environment. The purpose of the program is to promote student independence. This field experience is the culmination of curriculum activities that relate to self-concept and decision-making skills.

8. Research and Related Studies. The research model involves a longitudinal assessment of the impact of the total educational program on the self-concept, locus of control, and career awareness and interest of the students from K through 12. Standardized components, such as the speakers' bureau, business ventures, field trips, and the transitional living experience, will be evaluated as to the competencies they have developed through criterion-referenced tests. A data bank on the students has been established and will be used as a source to generate research problems for further study. Last, a follow-up study of graduates will be pursued to develop case studies relating to the problems encountered in effecting the transition from school to work.

The National Career Education Advisory Council has assisted in the development of the total program. Council members continually participate in the planning and direction of the program.

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HUMAN RESOURCES CENTER: AN OVERVIEW

Human Resources Center is a private nonprofit organization dedicated to providing educational, vocational, social, and recreational opportunities for the severely disabled. The Center's broad spectrum of programs encompasses job training and placement, academic and vocational education, independent living, research, and information dissemination. Founded in 1952 by Dr. Henry Viscardi, Jr., Human Resources Center is composed of three coordinated units: Abilities Inc., Human Resources School, and the Research and Utilization Institute.

Abilities Inc. conducts programs of work evaluation, training, job development, and career placement for the disabled. Its demonstration work center employs disabled adults in fields that include electronics, telephony, banking, data processing, and other clerical and industrial operations.

Human Resources School offers tuition-free education to over 230 severely disabled children. Chartered by the Board of Regents of the State of New York, it provides a full academic curriculum and extracurricular program to previously homebound children from prekindergarten through high school level, as well as a summer camp.

The Research and Utilization Institute conducts research relating to the severely disabled, initiates and develops demonstration projects in rehabilitation and professional training, and disseminates information and program models nationally.

In August of 1977, Human Resources Center announced the establishment of a national Center on Employment of the Handicapped on its Albertson, Long Island, campus. The national Center will help communities across the nation increase and enhance employment opportunities for millions of disabled Americans.

The nucleus of this national Center is the *Industry-Labor Council*, an outgrowth of the White House Conference on Handicapped Individuals. The Industry-Labor Council unites labor, industry and rehabilitation, directing its efforts towards developing employment opportunities for our handicapped population through serving the needs of the employer community.

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